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ABSTRACT

The goal of the Community Awareness Program was to widen the horizons for low-income inner-city Educable Mentally Retarded (EMR) black and white pupils. ESEA Title VI provided pilot funds Cluster III B classes to explore the city on field trips related to school work. Eighteen teachers and 270 pupils (primary through high school) could plan a trip a month, by classroom or by school. The classes visited 72 sites which introduced pupils to services offered for their recreation, health, welfare, transportation, and commerce. Trip destinations included parks, hospitals, the airport, and shops. Each class dined at a restaurant. Follow-up activities in the classroom reinforced the goal-directed and incidental learning. Near the end of the year, teachers submitted general community awareness questions for a simple multiple-choice test. The test was given to pupils in the program, a similar low-income inner-city EMR comparison group, and a white middle-class outer-city EMR group. Those primary and elementary pupils who were in the program groups scored significantly higher than their inner-city peers which meant that the field trips had been of value. Outer-city primary/elementary pupils scored as high as the program group, indicating that something (most likely families of a higher socio-economic level) had supplied them with knowledge of the community. This finding demonstrated that the program was compensatory for primary/elementary EMR pupils. According to test scores, inner-city junior and senior high EMR students did not increase their community awareness as a result of the program. Expansion of the program at the primary-elementary level in the inner-city was recommended. (Author/CK)

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COMMUNITY AWARENESS PROGRAM
EVALUATION REPORT
1971-1972

DIVISION OF PLANNING AND
LONG-RANGE DEVELOPMENT

DEPARTMENT OF EDUCATIONAL RESEARCH
AND PROGRAM ASSESSMENT

ED 069801

COMMUNITY AWARENESS PROGRAM
EVALUATION REPORT
1971 - 1972

An Abstract

MILWAUKEE PUBLIC SCHOOLS
Milwaukee, Wisconsin

ABSTRACT

The goal of the Community Awareness Program was to widen the horizons for low-income inner-city EMR black and white pupils. ESEA Title VI provided pilot funds for Cluster III B classes to explore the city on field trips related to school work. Eighteen teachers and 270 pupils (primary through high school) could plan a trip a month, by classroom or by school. The classes visited 72 sites which introduced pupils to services offered for their recreation, health, welfare, transportation, and commerce. Trip destinations included parks, hospitals, the airport, and shops. Each class dined at a restaurant.

Follow-up activities in the classroom reinforced the goal-directed and incidental learning (i.e., crossing streets, riding a city bus).

Near the end of the year, teachers submitted general community awareness questions for a simple multiple-choice test. The test was given to pupils in the program, a similar low-income inner-city EMR comparison group, and a white middle-class outer-city EMR group. Those primary and elementary pupils who were in the program groups scored significantly higher than their inner-city peers which meant that the field trips had been of value. Outer-city primary/elementary pupils scored as high as the program group, indicating that something (most likely families of a higher socio-economic level) had supplied them with knowledge of the community. This finding demonstrated that the program was compensatory for primary/elementary EMR pupils.

According to test scores, inner-city junior and senior high EMR students did not increase their community awareness as a result of the program.

In response to a questionnaire, 94% of the teachers indicated that the field trips "made worthwhile contributions to the students' total educational experience".

Expansion of the program at the primary-elementary level in the inner-city was recommended.

MILWAUKEE PUBLIC SCHOOLS
Milwaukee, Wisconsin

ESEA Title VI Milwaukee Public Schools

Community Awareness Program Evaluation Report

1971 - 1972

Division of Planning and
Long-Range Development

Department of Educational Research
and Program Assessment

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INTRODUCTION

Observations suggest that EMR pupils in Milwaukee's inner city lacked a variety of community experiences outside the home/school orbit because of the dual handicaps of poverty and mental retardation. Teachers felt that this lack of experience in the public world was an impediment to learning for EMR pupils whose grasp of basic concepts is mediated more through concrete sensory stimulation than the symbolic printed word.

Teachers of the mentally retarded hypothesized that provision for experiences in the community would enable EMR pupils to become better prepared for classroom work and more capable of self-assured independence. ESEA Title VI funded a pilot project which was initiated in September, 1971. The $5,500 budget supported one trip per month plus one restaurant experience for the program pupils, inservice staff meetings, and the evaluation.

Goals and Objectives

The program was entitled, "Community Awareness - The Key to Better Living". Its goals were:

-- "to investigate the impact community awareness, through concrete field trip experiences, will have on developing and strengthening the EMR disadvantaged child's ability to function within the urban community"

-- "to give more meaning to the curriculum by relating it to the community experiences alluded to, thus making the curriculum relevant"

The program had three objectives:

1) Primary, elementary, and secondary EMR program students will score higher than similar students in a comparable cluster of schools on a measure of awareness of community resources. They will also score higher than white middle-class EMR students.

2) At least 90% of teachers participating in the program will indicate that the field trips made worthwhile contributions to the students total educational experience.

3) A committee drawn from teachers in the program will prepare a written document listing EMR program modifications, of which at least 75% will be accepted by the Executive Director and his staff and recommended to all EMR teachers for city-wide implementation.

Population

The target population included all EMR classes in the inner city Cluster III B, as shown in Table I.

TABLE I

Community Awareness Program
Population, 1971-1972

School	Number of EMR Classes	Number of EMR Pupils
Brown Street School	3	39
MacDowell School	7	102
Story School	2	27
Wells Junior High School	3	51
West Division High School	3	51
	18	270

There was one teacher per class.

Program Operation

Each program class was provided with funds to cover one field trip per month, totaling ten trips per year ($1.50 per pupil per trip). It was expected that

most of the money would be used for transportation. Additional funds were earmarked for one restaurant experience for each class. Each teacher selected ten field trip sites for her class at the beginning of the year. The Project Director guided the staff in using "EMR Curriculum, A Persisting Life-Needs Approach", published by the Wisconsin State Department of Public Instruction, as a model for the development of behavioral objectives, activities, resource materials, and evaluation for each trip. A report on each trip was submitted to the Program Director.

The 18 classes visited 72 different sites in roughly five categories: government; health and welfare; recreation; transportation; and commerce (Appendix A). The field trip sequence involved planning, preparation, the trip and its incidental learning experiences, follow-up, and the teacher's report. For example, teachers prepared elementary pupils for the restaurant experience by explaining and dramatizing appropriate behaviors for the bus ride, dining, and calculating and paying the check. After the trip, the class reviewed their experiences, composed and wrote thank you notes, embarked on a study of international cuisine, and learned to prepare dishes associated with different cultures.

EVALUATION PROCEDURES

Objective 1

> "Primary, elementary, and secondary EMR program students will score higher than similar students in a comparable cluster of schools on a measure of awareness of community resources. They will also score higher than white middle-class EMR students."

Evaluation of the first objective required development of a test of pupil community awareness. The teachers and/or the Project Director cooperated in designing the instrument. A simple multiple-choice paper and pencil format was selected. The eight primary classes were given a pilot test (Appendix B) in mid-year to verify their ability to respond successfully to the multiple-choice format.

In spring, each teacher was requested to submit ten test items related to the class field trips. Two items from each list were pooled to compose the final 30-item test (Appendix C). The intent was to limit the primary test to the first ten questions which were drawn from the primary level pool. However, the teachers requested that their pupils be permitted to continued through the test, if possible.

Two control groups were drawn. The Inner-City control groups were EMR classes from Cluster VII B, a low socio-economic status group similar to the program pupils. The Outer-City control group represented EMR pupils from Cluster II A, a predominantly white middle-class area. The use of an Outer-City control group was considered necessary in order to verify the assumption that the Community Awareness Program was truly "compensatory" (i.e., that middle-class EMR pupils were provided with community experience through the home). Table II shows the class size, average age, and IQ of the program and comparison groups. These comparison of groups were used for evaluation of objective 1 only.

TABLE II

Evaluation Population
Program and Control Groups For Objective 1
September, 1971

Group		Number of Classes		Number		
Program	Control	Primary	Intermediate	Of Pupils	Mean Age	Mean IQ
Primary-Intermediate						
Brown		1	2	39	10 yrs 7 mos	68
Mac Dowell		3	4	82	11 yrs 3 mos	68
Story		1	1	27	10 yrs 8 mos	69
	Inner City					
	Garfield	1	1	22	9 yrs 1 mo	61
	Siefert	1	1	27	10 yrs	68
	Twentieth	1	1	26	9 yrs 1 mo	70
	Outer City					
	Bryant	1	1	22	8 yrs 11 mos	70
	Stuart	1	1	26	9 yrs 2 mos	71
	Thoreau	1	1	26	9 yrs 1 mos	70
Junior High School						
Wells			3	51	13 yrs 6 mos	58
	Inner City					
	Roosevelt		2	25	14 yrs 2 mos	66
	Outer City					
	Burroughs		2	35	13 yrs	70
Senior High School						
West			3	51	16 yrs 3 mos	71
	Inner City					
	North		2	38	16 yrs	67
	Outer City					
	Madison		2	44	16 yrs	70

The test was administered in May, 1972, by the classroom teachers, with the exception of four control schools which preferred the services of a tester. The score was the number correct (high score = 30).

Comparisons of mean scores were made for elementary (primary-intermediate), junior high, and senior high program and control groups.

The IBM 360/40 Computer Program ER920 was used for data analyses. The program performed a simple analysis of variance to determine whether the inner-city and outer-city mean score differences were statistically significant. Statistically significant outcomes were then analyzed (using the Scheffe Test of Multiple Comparisons) to determine whether the program or the socio-economic status accounted for the differences in the groups.

Objective 2

> "At least 90% of teachers participating in the program will indicate that the field trips made worthwhile contributions to the students total educational experience."

The second objective concerned teacher perception of the field trips as a contribution to student educational experience. A direct question related to the objective was included on an evaluation instrument completed by teachers at a spring workshop. The instrument was developed by the Project Director and the evaluator (Appendix D).

Objective 3

> "A committee drawn from teachers in the program will prepare a written document listing EMR program modifications, of which at least 75% will be accepted by the Executive Director and his staff and recommended to all EMR teachers for city-wide implementation."

The third objective aimed for a recommendation by the Executive Director for city-wide implementation of a modified program.

A document containing suggested program modifications was prepared by the teaching staff following a year-end review of program outcomes. It will be submitted to the Executive Director by November 1, 1972.

FINDINGS

Objective 1

> "Primary, elementary, and secondary EMR program students will score higher than similar students in a comparable cluster of schools on a measure of awareness of community resources. They will also score higher than white middle-class EMR students."

Mean scores for each of the three groups at each grade level are shown in Table III.

TABLE III

Mean Scores of Program and Control Groups
on the Community Awareness Test
May, 1972

Level	Group	Number of Pupils	Mean Score
Elementary			
Primary	Program	70	21.36
	Inner City Control	32	17.06
	Outer City Control	31	18.65
Intermediate	Program	74	25.37
	Inner City Control	35	21.80
	Outer City Control	35	24.17
Junior High	Program	27	24.56
	Inner City Control	29	25.21
	Outer City Control	44	26.64
Senior High	Program	23	26.74
	Inner City Control	25	26.92
	Outer City Control	13	26.08

The analyses of variances among the three groups at each grade level indicates that significant differences exist at the primary and intermediate grade levels (Tables IV - VII). The Scheffe Test of Multiple Comparisons revealed that at the primary and intermediate levels the significant difference was between the two inner-city groups, with the difference found to be in favor of the experimental group.

TABLE IV

Analysis of Variance
for Community Awareness Test
Primary Level

Source of Variation	df	SS	MS	F
Between Groups	2	449.32	224.66	
Within Groups	130	3647.05	28.05	
Total	132	4096.36		8.01*

* Significant at the .01 level

TABLE V

Analysis of Variance
for Community Awareness Test
Intermediate Level

Source of Variation	df	SS	MS	F
Between Groups	2	302.00	151.00	
Within Groups	141	2033.75	14.42	
Total	143	2335.75		10.47*

* Significant at the .01 level

TABLE VI

Analysis of Variance
for Community Awareness Test
Junior High Level

Source of Variation	df	SS	MS	F
Between Groups	2	80.88	40.44	
Within Groups	97	1195.62	12.33	
Total	99	1276.50		3.28*

* Significant at the .05 level

Although the Scheffe Test did not reveal which junior high group contributed most to the difference in scores, reference to Table III shows the outer-city control group had the highest score and the inner-city program group had the lowest.

TABLE VII

Analysis of Variance
for Community Awareness Test
Senior High Level

Source of Variation	df	SS	MS	F
Between Groups	2	6.24	3.12	
Within Groups	58	853.21	14.71	
Total	60	859.45		0.21

There was no statistically significant difference among the three senior high groups.

Objective 2

"At least 90% of teachers participating in the program will indicate that the field trips made worthwhile contributions to the students total educational experience."

Seventeen teachers responded to the staff questionnaire which included an item on field trips as an educational experience. Sixteen (94%) indicated that the field trips were of value. The criterion was met.

Additional information from the teacher questionnaire included the extent of field trip activity, outcomes of field trips, contributions of field trips to the total educational experience, and suggestions for program modifications. This information is summarized in Tables VIII and IX and the narrative which follows.

TABLE VIII

Extent of Field Trip Activity

Level	Number of classes which took . . .		
	three to five trips	five to ten trips	more than ten trips
Elementary			
Primary	0	3	3
Intermediate	0	4	2
Junior High	0	2	0
Senior High	3	0	0

TABLE IX

Teacher Evaluation of Trip Activities and Arrangements

	Number of Classes											
	Primary			Inter-mediate			Junior High			Senior High		
	All Trips	Some Trips	No Trips	All Trips	Some Trips	No Trips	All Trips	Some Trips	No Trips	All Trips	Some Trips	No Trips
Most pupils wanted to participate in	6	0	0	6	0	0	0	2	0	0	3	0
There was a valuable relationship between the trip and regular school activities for	5	0	0	3	3	0	0	2	0	0	3	0
Motivation for school experiences resulted from	5	1	0	5	1	0	0	2	0	0	2	1
Behavioral objectives were written to plan	5	1	0	5	1	0	0	2	0	1	2	0
In-class preparation preceded	6	0	0	5	1	0	0	2	0	1	2	0
Follow-up activities occurred after	6	0	0	5	1	0	0	2	0	1	2	0
Behavior problems occurred on	0	4	2	0	4	2	1	1	0	0	3	0
More adults should have accompanied the group	0	2	3	0	1	4	0	1	0	0	3	0
The available funds were sufficient to cover	3	3	0	2	4	0	2	0	0	0	1	2
Transportation was difficult for	0	0	6	0	0	6	0	0	2	0	1	2

From inspection of Tables VIII and IX, it is clear that elementary (primary-intermediate) classes showed more interest, involvement, and participation in the field trips than was shown by junior and senior high school classes.

Teachers were also asked to note ways in which the field trips had contributed to the students' total educational experience:

Primary teachers stated that the field trips provided . . .

-- firsthand information and experience
-- increase in general knowledge
-- enjoyment
-- a heightened awareness of Milwaukee's resources
-- experiences which gave new meaning to school work
-- increased verbalization
-- development of a sense of security in different social situations
-- an enriched vocabulary

Intermediate teachers said the field trips provided . . .

-- motivation for classroom studies
-- experience as basis for concept formation
-- a scope of experiences beyond the ghetto
-- development of the ability to interact with others
-- concrete experience with classroom concepts
-- broadened interests for discussions
-- an increased relaxation in the community settings
-- experiences related to classroom work in math, language, and letter writing
-- the ability to travel independently

Junior High teachers indicated that although older students resisted participation to avoid identification with the group the field trips did provide . . .

-- opportunities to learn adaptive behavior
-- exposure to novel situations

Senior High teachers observed that the field trips, as planned, did not contribute because . . .

-- funds provided covered only trips they had already experienced
-- students were disinterested, scope of trips was too limited

In addition, the teachers offered suggestions for program modifications:

At the Primary-Intermediate levels . . .

-- include funds to cover admissions

-- use a teacher-designed test for each class
-- schedule fewer trips to insure more time for planning
-- provide cash to enable pupils to learn how to handle money
-- earmark less money for transportation

At the Junior-Senior High School levels . . .

-- permit flexibility in the number of trips taken
-- provide released time for teachers to write the required lesson plans
-- provide resource materials for use prior to trips
-- relate trips to curriculum units
-- expand trips to other communities (e.g., Chicago, Madison)

The above findings indicate that elementary (primary-intermediate) teachers observed more benefits from the program and suggested more modifications within the existing framework than secondary teachers.

Objective 3

> "A committee drawn from teachers in the program will prepare a written document listing EMR program modifications, of which at least 75% will be accepted by the Executive Director and his staff and recommended to all EMR teachers for city-wide implementation."

The Executive Director's judgment of EMR program modifications and the desirability of city-wide implementation are not known at this time. His review of the Community Awareness Program pilot project and the suggested modifications are expected to culminate in a recommendation by January 1, 1973.

SUMMARY AND CONCLUSIONS

The criterion (higher test scores) was met for inner-city EMR elementary (primary-intermediate) pupils when compared with their inner-city peers. Junior and senior high students did not show measured benefit from the program. Comparisons with outer middle-class EMR pupils indicated that the Community Awareness Program was compensatory for inner-city elementary (primary-intermediate) pupils. Both test outcomes and teacher evaluations indicated that the field trips contributed to the experiential "know-how" of community life for inner-city EMR elementary (primary-intermediate) pupils. The trips were exciting and pleasant and enhanced the curriculum for pupils and teachers.

Lack of significant differences at the secondary level (junior and senior high schools) would suggest that success at that level would necessitate modifications in the planning and approaches to be used.

Outer-city EMR pupils, presumably because of the advantages of middle-class status, had acquired familiarity with community resources without benefit of a special program.

Based on the pilot program outcomes, it would seem most profitable to use the available financial resources for continuation and expansion as a compensatory program at the elementary (primary-intermediate) level.

APPENDIX A

COMMUNITY AWARENESS PROGRAM FIELD TRIP SITES

Pumpkin farm
Health Department
Police Department
Courthouse
City Tour
Bread factory
Museum
Post Office
Television station
Library
Rat Control Headquarters
Fire Department
Zoo
Observatory
Supermarket
Cookie factory
Soft drink factory
Telephone Company
Civic Plaza
Hawthorne Glen
War Memorial Center

Humane Society
Boat trip
Hospital
Farmers' Market
Harbor
Bus Depot
Train ride
Shopping center
Safety Building
Radio station
Bank
Welfare Office
Inner-City Office
Black Arts Center
Performing Arts Center
Movie
Grant Park
Downtown
Governor's Mansion
Capitol
Wax factory
YMCA

Boys' Club
City Hall
Beauty parlor
Barber
Planetarium
The Ranch
Dental clinic
Dairy
Circus
Day camp
Newspaper
Air National Guard
Automobile factory
Machinery factory
Motorcycle factory
Hotel
Airport
Grocery warehouse
Childrens' Court
Model Cities' Office
Various restaurants

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INSTRUCTIONS FOR
PILOT TEST
COMMUNITY AWARENESS PROGRAM

This is a pilot test to determine whether your pupils can learn to respond to multiple choice questions. If so, this format will be used for the evaluation of the Community Awareness Program. Fill in the names at the top of the page. Give each pupil a test, a pencil, and a paper to use as a marker under the statements. Then say:

"Look at the flower. Put your marker near the flower. The arrow says, "A mother is a . . . ". This box #1 says "baby", box #2 (the middle box) says "man", and box #3 (the last box) says "lady". Put a big X like this (draw one on board) on the box that tells what a mother is - a mother is a baby? (point to #1) . . no; is a mother a man? (point to #2) . . no; is a mother a lady? . . yes, put an X in box #3 "lady". Now move the marker down to the father. This arrow says "A father is a . . . " #1 baby, #2 man, #3 lady. Put an X in the correct box (point: baby, man, or lady).

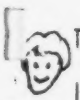
Now, put your marker under the baby. It says, "A baby is . . ." #1 little, #2 big, #3 old. Put an X on the correct box (point: little, big, or old)."

Continue in the same manner for the remaining questions.

APPENDIX B-2

SCHOOL_____ TEACHER_____ DATE_____

NAME_____ AGE_____

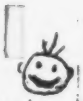


A mother is a

1 baby | 2 man | 3 lady

A father is a

1 baby | 2 man | 3 lady

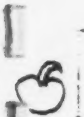


A baby is

1 little | 2 big | 3 old

A good pet is a

1 dog | 2 tiger | 3 cow



We eat lunch in the

1 night | 2 morning | 3 noon

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APPENDIX C-1

ED 069803

INSTRUCTIONS FOR
FINAL TEST
COMMUNITY AWARENESS PROGRAM
MAY, 1972

This is a test to assess the effects of the Title VI Community Awareness Program, a pilot project which provided funds to structure field trips for EMR classes. We are requesting the teachers of the project and comparison classes to administer the tests during the week of May 22.

The test has 30 multiple-choice questions to be read aloud by the teacher. The pupil should mark the box ☐ with an x or ✓ to indicate his response choice.

Please return a test for every pupil enrolled in your class. If the pupil did not take the test, please give the reason (e.g., absence) on the test sheet.

Before the Test

You may wish to fill in the pupil names and other information at the top of each test on the day before.

For the test, seat pupils as far apart as possible. Each pupil should have his test sheet and a pencil.

Demonstration

Before starting the test, demonstrate how to mark the sample question on the blackboard.

Sample: My mother is a

A ☐ man.

B ☐ lady.

C ☐ boy.

Be sure each pupil knows how to mark the correct answer. Give more examples if you think it desirable. Show how to x the correct box. Show how to circle the mistake and x another item to change an answer.

Administration

Administration is flexible. You may test the whole class at once or in groups. You may divide the test into two sessions. Read each statement aloud. You may repeat a question, but do not change the wording. Allow enough time for all to respond. A marker that can slide down the page may help pupils keep their place. There is no time limit.

Scoring

Please correct and score the tests for your class. A score key is included. The score is the total number of correct answers.

Return

After the tests have been scored, please return them by May 30 via Museum Delivery to:

Barbara Bortin
Research Department
Central Office

Thank you very much for your cooperation with the evaluation of the Community Awareness Program. Please call me at 475-8261 if you have any questions concerning the test procedure.

APPENDIX C-2

SCORE KEY

Correct Answers		Correct Answers	
1)	C	16)	C
2)	A	17)	B
3)	C	18)	B
4)	A	19)	B
5)	A	20)	A
6)	C	21)	B
7)	B	22)	A
8)	C	23)	C
9)	C	24)	B
10)	A	25)	C
11)	B	26)	C
12)	A	27)	B
13)	C	28)	B
14)	A	29)	A
15)	A	30)	A

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APPENDIX C-3

ED 069804

MILWAUKEE PUBLIC SCHOOLS
DIVISION OF PLANNING AND LONG-RANGE DEVELOPMENT
Department of Educational Research and Program Assessment

Title VI Community Awareness Test
May, 1972

NAME _____ SCHOOL _____ TEACHER _____

☐ Primary ☐ Junior High

☐ Intermediate ☐ Senior High

SCORE ☐

* * *

1) We see live animals at the

A ☐ museum.

B ☐ post office.

C ☐ zoo.

2) We go sledding at the

A ☐ park.

B ☐ police station.

C ☐ post office.

3) We pick pumpkins from a

A ☐ zoo.

B ☐ park.

C ☐ farm.

4) A man who helps keep us safe is the

A ☐ policeman.

B ☐ zookeeper.

C ☐ astronaut.

5) We can learn about people who lived long ago at the

A ☐ museum.

B ☐ fire station.

C ☐ grocery store.

35

6) Planes, jets, and helicopters take off and land at the

A ☐ arena.

B ☐ police station.

C ☐ airport.

7) We live in the City of

A ☐ Wisconsin.

B ☐ Milwaukee.

C ☐ United States.

8) The head of our city is the

A ☐ President.

B ☐ King.

C ☐ Mayor.

9) The person who brings the food to you in a restaurant is the

A ☐ hostess.

B ☐ cashier.

C ☐ waitress.

10) A sick person that goes to the hospital and stays is a

A ☐ patient.

B ☐ doctor.

C ☐ nurse.

11) When you are at a restaurant, your napkin should be

A ☐ under your chin.

B ☐ on your lap.

C ☐ on the chair.

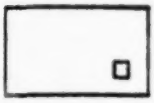
12) A cactus grows where it

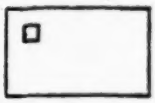
A ☐ never rains.

B ☐ is cold.

C ☐ snows.

13) The corner that the stamp goes in is

A ☐ 

B ☐ 

C ☐

14) You can get a book to read at the

A ☐ library.

B ☐ park.

C ☐ museum.

15) Bread comes from a

A ☐ bakery.

B ☐ farm.

C ☐ dairy.

16) Who helps you when you are sick?

A ☐ A waitress

B ☐ A mailman

C ☐ A nurse

17) Who takes you to your table at a restaurant?

A ☐ Yourself

B ☐ Host or hostess

C ☐ The cook

18) At a restaurant, you can choose what to eat from a

A ☐ newspaper.

B ☐ menu.

C ☐ timetable.

19) If you need to take more than one bus, you

A ☐ pay two times.

B ☐ ask for a transfer.

20) If you are lost, you should

A ☐ ask someone to help you.

B ☐ try to find the way yourself.

C ☐ hitchhike.

21) How would you go from your house to the museum?

A ☐ Take a train

B ☐ Take a bus

C ☐ Take a subway

22) How would you report a fire?

A ☐ Use the fire alarm box

B ☐ Tell your little brother

C ☐ Take a bus to the fire station

23) What could you see at the Performing Arts Center?

A ☐ A baseball game

B ☐ A football game

C ☐ A concert

24) At County Stadium, you can see

A ☐ an elephant.

B ☐ a baseball game.

C ☐ a basketball game.

25) A shopping center has

A ☐ one store.

B ☐ two stores.

C ☐ many stores.

26) If we want to see beautiful flowers, we would go to the

A ☐ zoo.

B ☐ ball park.

C ☐ conservatory.

27) There are many places we can go if we are sick. One place would be the

A ☐ conservatory.

B ☐ clinic.

C ☐ City Hall.

28) Which section of the newspaper would you look in to find out about jobs?

A ☐ Green Sheet

B ☐ Classified Section

C ☐ Editorial Section

29) Before we get a job, we need

A ☐ a social security number.

B ☐ money.

C ☐ a driver's license.

30) Where is the Mayor's office?

A ☐ City Hall

B ☐ Courthouse

C ☐ State Office Building

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APPENDIX D

ED 069805

MILWAUKEE PUBLIC SCHOOLS
DIVISION OF PLANNING AND LONG-RANGE DEVELOPMENT
Department of Educational Research and Program Assessment

Appendix D

ESEA Title VI
Community Awareness Program
Classroom Teacher Questionnaire
May, 1972

NAME _____ SCHOOL _____ GRADE LEVEL ____

* * *

1) Check number of trips taken.

☐ None ☐ One ☐ 1 - 3 ☐ 3 - 5 ☐ 5 - 10

2) Please check the appropriate box to complete each statement.

	All Trips	Some Trips	None of the Trips
Most pupils wanted to participate in	☐	☐	☐
There was a valuable relationship between the trip and regular school activities for	☐	☐	☐
Motivation for school experiences resulted from	☐	☐	☐
Behavioral objectives were written to plan	☐	☐	☐
In-class preparation preceded	☐	☐	☐
Follow-up activities occurred after	☐	☐	☐
Behavior problems occurred on	☐	☐	☐
More adults should have accompanied the group on	☐	☐	☐
The available funds were sufficient to cover	☐	☐	☐
Transportation was difficult for	☐	☐	☐

3) In general, did the field trips make a worthwhile contribution to the students' total educational experience?

☐ Yes ☐ No

Please explain. _____

_____

_____

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4) What suggestions would you make if this program were continued?